



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **AMSTERDAM CITY SCHOOL
DISTRICT**

District ID **27-01-00-01-0000**

Superintendent **THOMAS PERILLO**

Telephone **(518) 843-5217**

Grades **K-12, UE, US**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

This section lists all schools in your district by 2007–08 accountability status.

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District **AMSTERDAM CITY SCHOOL DISTRICT**District ID **27-01-00-01-0000**

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2004-05	2005-06	2006-07
Pre-K	0	31	65
Kindergarten	260	258	295
Grade 1	267	271	264
Grade 2	282	244	269
Grade 3	260	276	270
Grade 4	253	261	278
Grade 5	265	260	269
Grade 6	306	279	281
Ungraded Elementary	76	85	0
Grade 7	304	309	289
Grade 8	268	309	298
Grade 9	374	352	368
Grade 10	345	345	313
Grade 11	279	299	297
Grade 12	241	223	253
Ungraded Secondary	0	0	10
Total K-12	3780	3771	3754

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	19	20	24
Grade 8			
English	18	20	21
Mathematics	20	22	17
Science	18	22	21
Social Studies	19	22	21
Grade 10			
English	22	21	22
Mathematics	20	19	17
Science	23	23	21
Social Studies	17	17	19

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District **AMSTERDAM CITY SCHOOL DISTRICT**District ID **27-01-00-01-0000**

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	1292	34%	1084	29%	1134	30%
Reduced-Price Lunch	287	8%	177	5%	190	5%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	203	5%	222	6%	194	5%
Racial/Ethnic Origin						
American Indian or Alaska Native	1	0%	0	0%	0	0%
Black or African American	130	3%	158	4%	152	4%
Hispanic or Latino	1050	28%	1089	29%	1167	31%
Asian or Native Hawaiian/Other Pacific Islander	23	1%	34	1%	33	1%
White	2576	68%	2490	66%	2396	64%
Multiracial**	N/A	N/A	N/A	N/A	6	0%

* Not available at the district level.

** Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate		93%		92%		92%
Student Suspensions	309	8%	286	8%	341	9%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District **AMSTERDAM CITY SCHOOL DISTRICT**District ID **27-01-00-01-0000**

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	306	311	271
Percent with No Valid Teaching Certificate	1%	1%	1%
Percent Teaching Out of Certification	2%	2%	1%
Percent with Fewer Than Three Years of Experience	5%	5%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	11%	11%	11%
Total Number of Core Classes*	N/A	1236	827
Percent Not Taught by Highly Qualified Teachers	N/A	3%	2%
Total Number of Classes	1140	1133	1092
Percent Taught by Teachers Without Appropriate Certification	3%	3%	2%

* Data for 2004-05 were not weighted, so are not shown.

Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	17%	25%	23%
Turnover Rate of All Teachers	9%	13%	15%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	20	21	30
Total Paraprofessionals*	37	81	83
Assistant Principals	3	3	3
Principals	7	7	6

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year that were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2006–07, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2006–07 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2003 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2002 graduation-rate cohort earning a local diploma by August 31, 2006 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2007, are not included in the 2003 school accountability cohort. The 2003 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMO's for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Graduation-Rate Cohort

This term is defined on the graduation-rate accountability page.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The 2006–07 safe harbor targets were calculated using the following equation:

$$2005-06 \text{ PI} + (200 - \text{the } 2005-06 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2006–07.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

- A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2007-08)

Improvement (Year 2)

ELA	Improvement (Year 2)	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2005-06	2006-07	2007-08
YES	YES	YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native						
Black or African American	✓	✓		-	-	
Hispanic or Latino	✓	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	-	-		-	-	
White	✓	✓		✓	✓	
Multiracial						
Other Groups						
Students with Disabilities	✓ ^{SH}	✓		✗	✗	
Limited English Proficient	✗	✓		-	-	
Economically Disadvantaged	✓	✓		✗	✗	
Student groups making AYP in each subject	✗ 6 of 7	✓ 7 of 7	✓ 1 of 1	✗ 2 of 5	✗ 2 of 5	✓ 1 of 1

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

- | Federal | State |
|---------------------------------------|--|
| Good Standing | Good Standing |
| Improvement (Year 1) | Requiring Academic Progress (Year 1) |
| Improvement (Year 2) | Requiring Academic Progress (Year 2) |
| Improvement (Year 3) | Requiring Academic Progress (Year 3) |
| Improvement (Year 4) | Requiring Academic Progress (Year 4) |
| Improvement (Year 5 & Above) | Requiring Academic Progress (Year 5 & Above) |
| Pending – Requires Special Evaluation | |

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2007–08)  Improvement (Year 2)

Accountability Measures 6 of 7 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 3) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 2) in 2008-09. [207]

How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08	
All Students (1692:1629)			100%		143	119		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (90:84)			100%		126	111		
Hispanic or Latino (547:515)			99%		121	117		
Asian or Native Hawaiian/Other Pacific Islander (11:9)	—	—	—	—	—	—	—	
White (1044:1021)			100%		156	119		
Multiracial (0:0)								
Other Groups								
Students with Disabilities ⁴ (347:337)			99%		88	116	84 99	
Limited English Proficient ⁵ (91:76)			100%		62	111	111 76	
Economically Disadvantaged (834:790)			100%		124	118		
Final AYP Determination		6 of 7						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006–07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2007–08)

Accountability Measures 7 of 7 Student groups making AYP in Mathematics
 Made AYP

Prospective Status This district will be in good standing in 2008-09. [201]

How did students in each accountability group perform on elementary/middle-level Mathematics accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
All Students (1687:1627)			100%		146	83	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (92:80)			98%		116	75	
Hispanic or Latino (544:521)			100%		123	81	
Asian or Native Hawaiian/Other Pacific Islander (11:10)	—	—	—	—	—	—	—
White (1040:1016)			100%		160	83	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (337:329)			99%		93	80	
Limited English Proficient ⁵ (94:93)			100%		78	76	
Economically Disadvantaged (823:793)			100%		128	82	
Final AYP Determination		7 of 7					

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006–07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2007–08)

Accountability Measures 1 of 1 Student groups making AYP in Science
 Made AYP

Prospective Status This district will be in good standing in 2008-09. [201]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2006–07 2007–08
All Students (581:545)		Qualified		98%		173	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (35:32)		–	–	–		166	100	
Hispanic or Latino (191:174)		Qualified		97%		149	100	
Asian or Native Hawaiian/Other Pacific Islander (2:1)		–	–	–	–	–	–	–
White (353:338)		Qualified		99%		186	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (115:104)		Qualified		94%		141	100	
Limited English Proficient ⁴ (28:21)		–	–	–	–	–	–	–
Economically Disadvantaged (268:250)		Qualified		99%		163	100	
Final AYP Determination		1 of 1						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and performance indices.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Secondary-Level English Language Arts

Accountability Status for This Subject (2007–08)  Improvement (Year 2)

Accountability Measures 2 of 5 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 3) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 2) in 2008-09. [207]

How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
(12th Graders: 2003 Cohort) ¹							
All Students (237:259)			97%		161	152	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (10:10)	—	—	—	—	—	—	—
Hispanic or Latino (35:46)		—	—		124	145	106 [‡] 132
Asian or Native Hawaiian/Other Pacific Islander (4:2)	—	—	—	—	—	—	—
White (188:201)			97%		170	151	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (19:36)		—	—		64	143	58 [‡] 78
Limited English Proficient ⁴ (5:6)	—	—	—	—	—	—	—
Economically Disadvantaged (41:49)			98%		120	145	106 [‡] 128
Final AYP Determination	 2 of 5						

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

[‡] This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2007–08)

Accountability Measures 2 of 5 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status This district will be in good standing in 2008-09. [201]

How did students in each accountability group perform on secondary-level Mathematics accountability measures?

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
(12th Graders: 2003 Cohort) ¹							
All Students (237:259)			97%		167	145	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (10:10)	—	—	—	—	—	—	—
Hispanic or Latino (35:46)		—	—		135	138	108 [‡] 142
Asian or Native Hawaiian/Other Pacific Islander (4:2)	—	—	—	—	—	—	—
White (188:201)			98%		175	144	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (19:36)		—	—		81	136	87 [‡] 93
Limited English Proficient ⁴ (5:6)	—	—	—	—	—	—	—
Economically Disadvantaged (41:49)			98%		124	138	114 [‡] 132
Final AYP Determination	 2 of 5						

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

[‡] This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2007–08)

Accountability Measures 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

Prospective Status This district will be in good standing in 2008-09. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2006–07	2007–08
All Students (257)			69%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (3)						
Hispanic or Latino (45)			38%	55%	45%	39%
Asian or Native Hawaiian/Other Pacific Islander (1)						
White (208)			75%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (33)			27%	55%	34%	28%
Limited English Proficient ³ (6)						
Economically Disadvantaged (53)			36%	55%	53%	37%
Final AYP Determination	 1 of 1					

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

² Percentage of the 2002 cohort that earned a local or Regents diploma by August 31, 2006.

³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2002 graduation-rate cohort members earning a local or Regents diploma by August 31, 2006 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2006–07.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2002 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2006 is below the Graduation-Rate Standard in 2006–07 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **AMSTERDAM CITY SCHOOL DISTRICT**

District ID **27-01-00-01-0000**

2007–08 Accountability Status of Schools in Your District

This section lists all schools in your district by 2007–08 accountability status.

Federal Title I Status

Good Standing

2 schools identified 33% of total

MARIE CURIE ELEMENTARY SCHOOL

RAPHAEL J MCNULTY ACADEMY FOR INTERN STUDIES & LITERACY

Improvement (Year 1)

1 school identified 17% of total

WILLIAM B TECLER ELEMENTARY SCHOOL

Planning for Restructuring

1 school identified 17% of total

WILBUR H LYNCH LITERACY ACADEMY

New York State Status

Good Standing

1 school identified 17% of total

WILLIAM BARKLEY SCHOOL

Requiring Academic Progress (Year 5)

1 school identified 17% of total

AMSTERDAM HIGH SCHOOL

District **AMSTERDAM CITY SCHOOL DISTRICT**District ID **27-01-00-01-0000**

Summary of 2006–07 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	51%			259
Grade 4	50%			264
Grade 5	58%			248
Grade 6	56%			275
Grade 7	49%			287
Grade 8	48%			310

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	69%			264
Grade 4	64%			264
Grade 5	62%			252
Grade 6	63%			278
Grade 7	45%			293
Grade 8	39%			310

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	87%			265
Grade 8	67%			301

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	64%			308
Mathematics	69%			308

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

High Need/Resource Rural Districts

This is a rural school district with high student needs in relation to district resource capacity.

This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 650	616-780	650-780	730-780			
2006 Mean Score: 657						
Number of Tested Students:	217	225	131	148	11	10

Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	259	84%	51%	4%	257	88%	58%	4%
Female	139	91%	53%	4%	139	87%	63%	3%
Male	120	76%	48%	5%	118	88%	52%	5%
American Indian or Alaska Native								
Black or African American	16	-	-	-	16	-	-	-
Hispanic or Latino	86	79%	35%	0%	75	85%	44%	1%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	156	87%	60%	7%	165	89%	64%	5%
Multiracial								
Small Group Totals	17	82%	41%	0%	17	82%	59%	0%
General-Education Students	215	89%	59%	5%	222	92%	65%	5%
Students with Disabilities	44	59%	11%	0%	35	60%	9%	0%
English Proficient	243	86%	53%	5%	257	88%	58%	4%
Limited English Proficient	16	44%	13%	0%				
Economically Disadvantaged	135	78%	34%	1%	120	81%	43%	1%
Not Disadvantaged	124	90%	69%	8%	137	93%	70%	7%
Migrant								
Not Migrant	259	84%	51%	4%	257	88%	58%	4%

NOTES

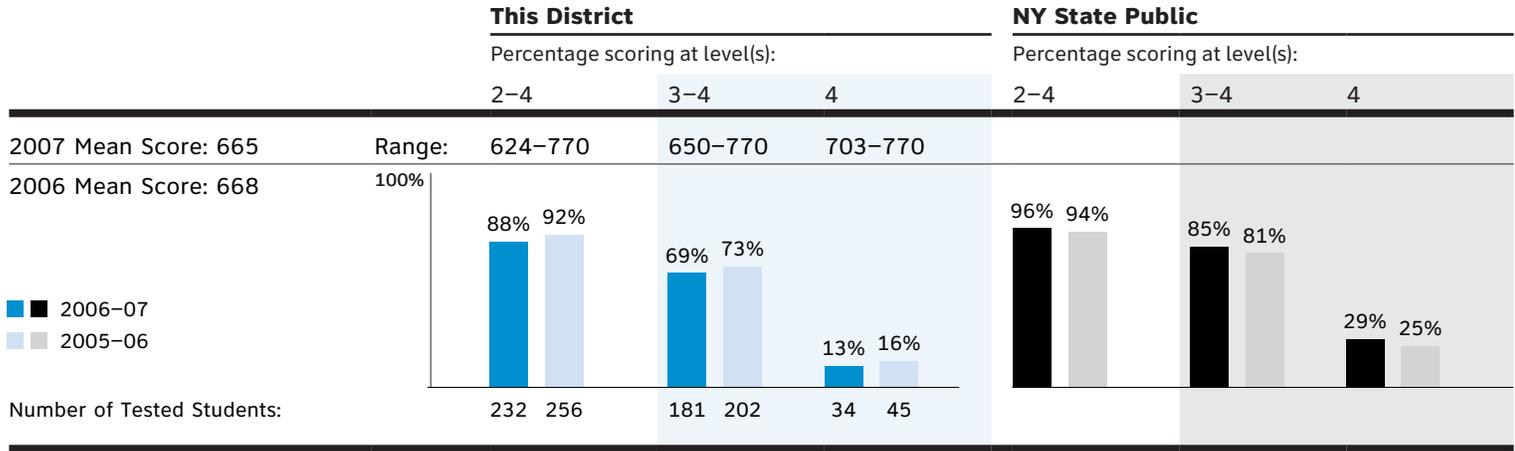
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	4	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 3 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	264	88%	69%	13%	277	92%	73%	16%
Female	145	93%	70%	8%	149	94%	71%	10%
Male	119	82%	66%	19%	128	91%	75%	23%
American Indian or Alaska Native								
Black or African American	18	-	-	-	16	-	-	-
Hispanic or Latino	89	74%	48%	3%	94	87%	60%	12%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	156	95%	81%	18%	166	96%	80%	19%
Multiracial								
Small Group Totals	19	95%	63%	16%	17	88%	76%	12%
General-Education Students	223	95%	77%	14%	234	95%	79%	18%
Students with Disabilities	41	51%	24%	7%	43	79%	42%	7%
English Proficient	241	92%	72%	14%	259	94%	76%	17%
Limited English Proficient	23	48%	30%	4%	18	67%	28%	0%
Economically Disadvantaged	139	79%	55%	5%	140	87%	59%	13%
Not Disadvantaged	125	98%	84%	22%	137	98%	87%	20%
Migrant								
Not Migrant	264	88%	69%	13%	277	92%	73%	16%

NOTES

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Other Assessments

	2006-07 School Year			2005-06 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	3	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 648	612-775	650-775	716-775			
2006 Mean Score: 649						
Number of Tested Students:	225	207	131	124	9	9

Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	264	85%	50%	3%	244	85%	51%	4%
Female	143	87%	50%	2%	123	84%	47%	5%
Male	121	83%	50%	5%	121	86%	55%	2%
American Indian or Alaska Native								
Black or African American	15	-	-	-	11	-	-	-
Hispanic or Latino	95	78%	34%	3%	61	75%	41%	2%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	3	-	-	-
White	153	89%	59%	3%	169	90%	55%	4%
Multiracial								
Small Group Totals	16	94%	56%	6%	14	64%	43%	7%
General-Education Students	220	91%	58%	4%	203	89%	58%	4%
Students with Disabilities	44	55%	7%	0%	41	66%	17%	0%
English Proficient	252	87%	52%	4%	243	-	-	-
Limited English Proficient	12	58%	0%	0%	1	-	-	-
Economically Disadvantaged	143	79%	36%	3%	131	76%	37%	2%
Not Disadvantaged	121	93%	65%	3%	113	96%	66%	5%
Migrant								
Not Migrant	264	85%	50%	3%	244	85%	51%	4%

NOTES

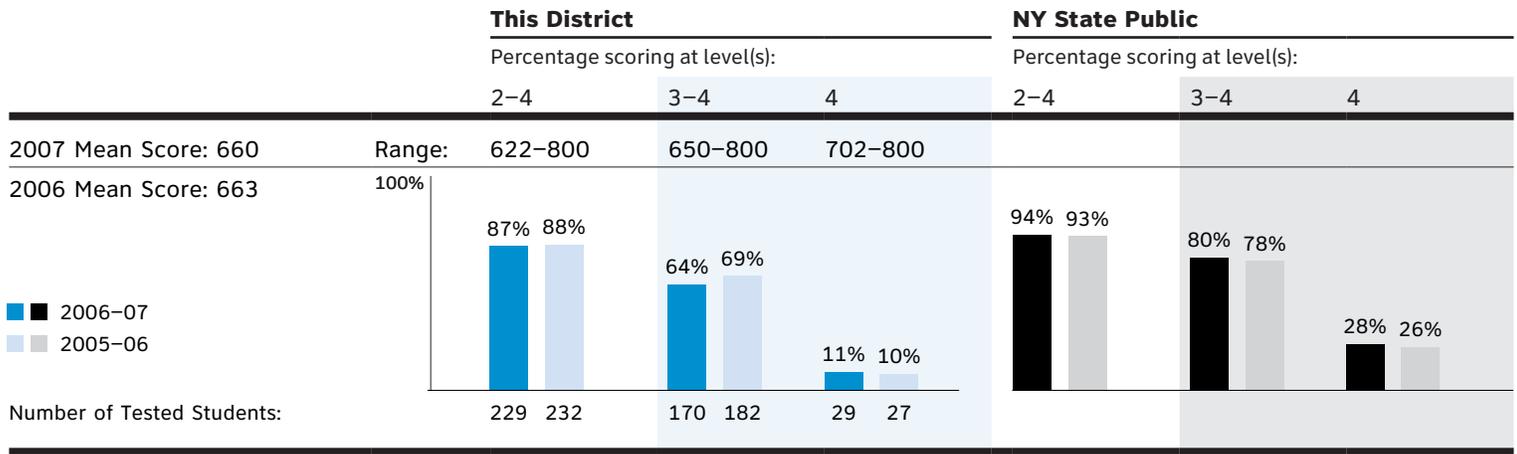
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 4 Mathematics



Results by Student Group

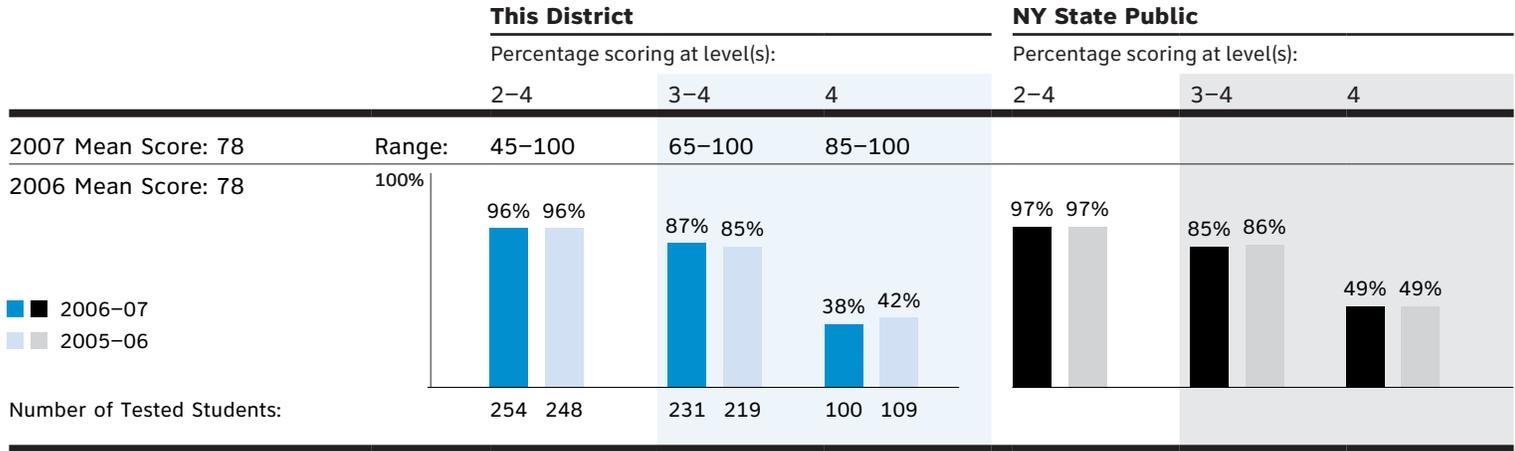
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	264	87%	64%	11%	263	88%	69%	10%
Female	141	87%	59%	6%	128	86%	67%	9%
Male	123	87%	71%	16%	135	90%	71%	12%
American Indian or Alaska Native								
Black or African American	14	-	-	-	11	-	-	-
Hispanic or Latino	95	83%	48%	6%	79	80%	61%	5%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	3	-	-	-
White	154	89%	75%	14%	170	93%	75%	12%
Multiracial								
Small Group Totals	15	87%	60%	7%	14	79%	50%	14%
General-Education Students	219	93%	72%	13%	215	91%	73%	13%
Students with Disabilities	45	58%	29%	0%	48	77%	50%	0%
English Proficient	250	89%	67%	12%	246	90%	72%	11%
Limited English Proficient	14	50%	14%	0%	17	59%	29%	0%
Economically Disadvantaged	141	79%	50%	6%	145	82%	60%	9%
Not Disadvantaged	123	95%	80%	17%	118	96%	81%	12%
Migrant								
Not Migrant	264	87%	64%	11%	263	88%	69%	10%

NOTES
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year			2005-06 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 Science



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	265	96%	87%	38%	258	96%	85%	42%
Female	141	96%	83%	31%	126	97%	85%	40%
Male	124	95%	92%	45%	132	95%	85%	44%
American Indian or Alaska Native								
Black or African American	16	-	-	-	11	-	-	-
Hispanic or Latino	96	91%	79%	26%	77	91%	68%	29%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	3	-	-	-
White	152	99%	91%	46%	167	99%	93%	50%
Multiracial								
Small Group Totals	17	100%	100%	29%	14	93%	79%	29%
General-Education Students	222	96%	88%	43%	214	95%	85%	44%
Students with Disabilities	43	95%	84%	12%	44	100%	84%	34%
English Proficient	252	97%	89%	40%	242	97%	87%	44%
Limited English Proficient	13	77%	54%	0%	16	88%	56%	13%
Economically Disadvantaged	140	94%	81%	28%	141	93%	78%	38%
Not Disadvantaged	125	98%	94%	49%	117	100%	93%	48%
Migrant								
Not Migrant	265	96%	87%	38%	258	96%	85%	42%

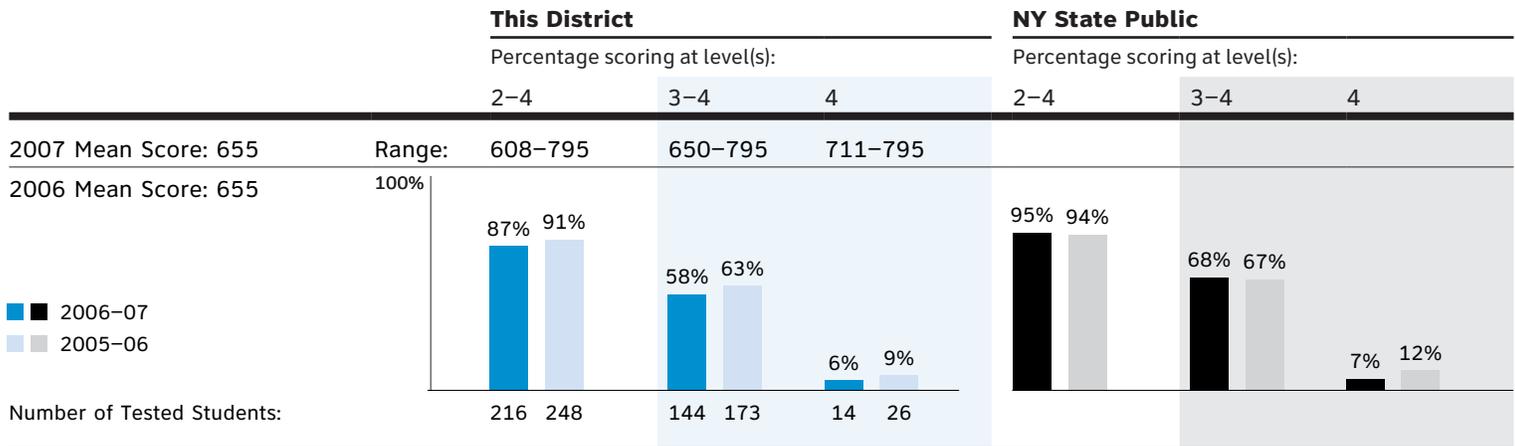
NOTES

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Other Assessments

	2006-07 School Year			2005-06 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	248	87%	58%	6%	274	91%	63%	9%
Female	122	87%	56%	5%	128	92%	62%	9%
Male	126	87%	60%	6%	146	89%	64%	10%
American Indian or Alaska Native								
Black or African American	15	-	-	-	9	100%	78%	0%
Hispanic or Latino	76	78%	42%	4%	78	82%	42%	3%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	5	100%	100%	0%
White	155	92%	68%	7%	182	93%	70%	13%
Multiracial								
Small Group Totals	17	82%	41%	0%				
General-Education Students	197	94%	69%	7%	216	99%	77%	12%
Students with Disabilities	51	59%	18%	0%	58	60%	10%	0%
English Proficient	237	90%	61%	6%	268	92%	65%	10%
Limited English Proficient	11	27%	0%	0%	6	17%	0%	0%
Economically Disadvantaged	133	78%	47%	4%	131	89%	53%	2%
Not Disadvantaged	115	97%	71%	8%	143	92%	72%	16%
Migrant								
Not Migrant	248	87%	58%	6%	274	91%	63%	9%

NOTES

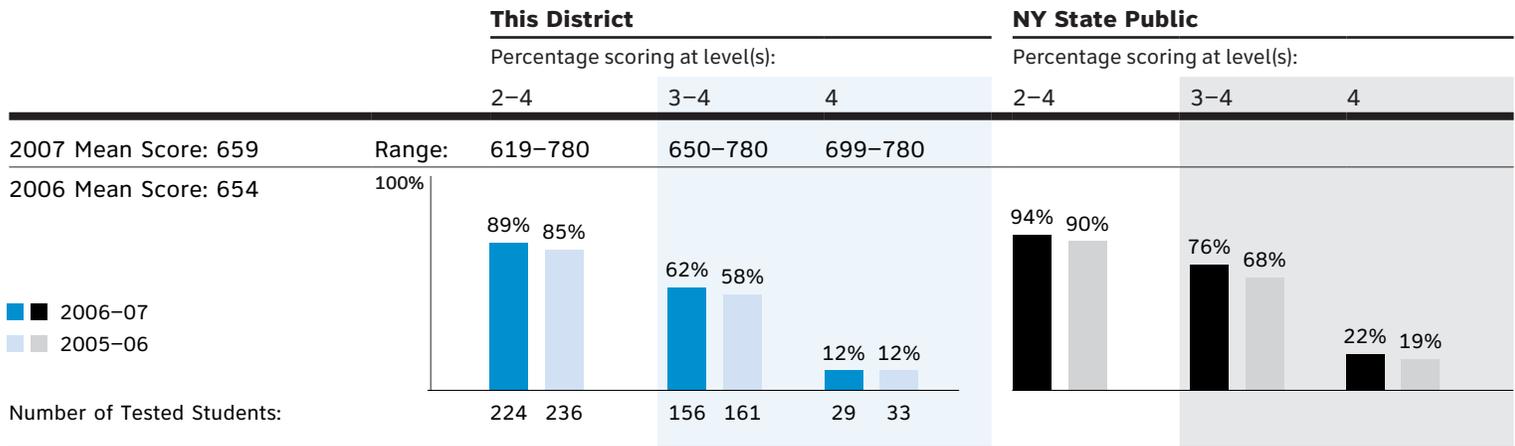
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	6	6	6	6	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 5 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	252	89%	62%	12%	278	85%	58%	12%
Female	126	87%	56%	12%	126	86%	58%	9%
Male	126	91%	68%	11%	152	84%	58%	14%
American Indian or Alaska Native								
Black or African American	15	-	-	-	9	89%	22%	0%
Hispanic or Latino	77	78%	51%	8%	87	72%	34%	5%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	5	100%	80%	0%
White	158	95%	70%	13%	177	90%	71%	16%
Multiracial								
Small Group Totals	17	82%	41%	12%				
General-Education Students	202	94%	68%	14%	219	93%	69%	15%
Students with Disabilities	50	68%	38%	2%	59	56%	15%	0%
English Proficient	238	91%	64%	12%	262	89%	61%	13%
Limited English Proficient	14	50%	21%	7%	16	19%	0%	0%
Economically Disadvantaged	136	82%	48%	9%	139	80%	42%	5%
Not Disadvantaged	116	97%	78%	15%	139	90%	73%	19%
Migrant								
Not Migrant	252	89%	62%	12%	278	85%	58%	12%

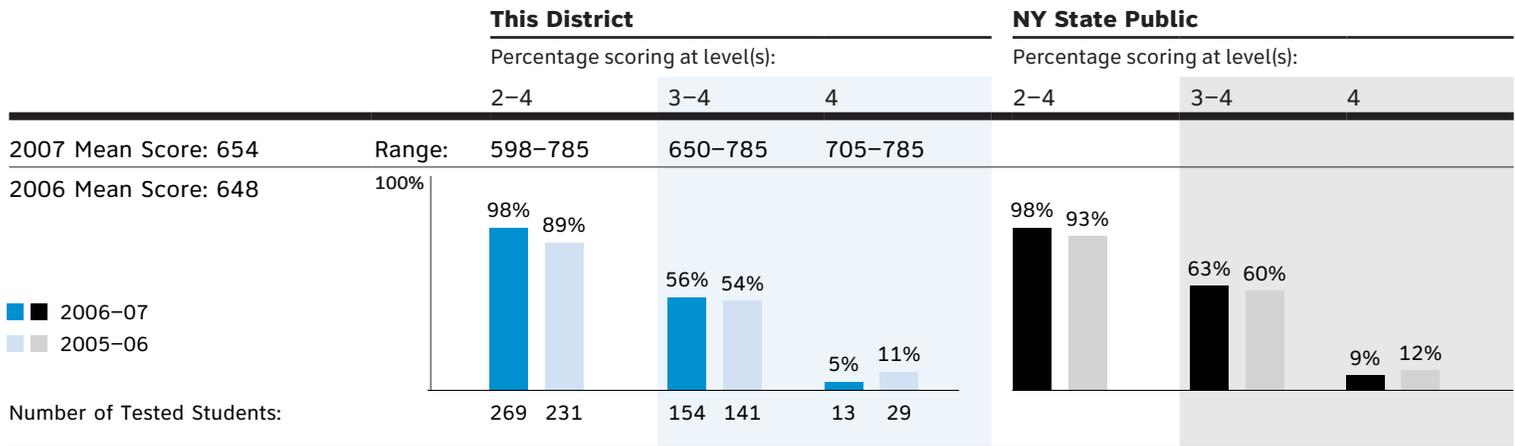
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	6	6	5	5	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	275	98%	56%	5%	261	89%	54%	11%
Female	122	100%	61%	7%	124	92%	64%	13%
Male	153	96%	52%	3%	137	85%	45%	9%
American Indian or Alaska Native								
Black or African American	9	100%	33%	0%	13	77%	23%	0%
Hispanic or Latino	90	98%	33%	0%	73	84%	38%	7%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	0%				
White	171	98%	68%	8%	175	91%	63%	14%
Multiracial								
Small Group Totals								
General-Education Students	220	100%	67%	6%	209	97%	65%	14%
Students with Disabilities	55	91%	11%	0%	52	56%	10%	0%
English Proficient	263	98%	58%	5%	257	-	-	-
Limited English Proficient	12	83%	8%	0%	4	-	-	-
Economically Disadvantaged	132	98%	42%	2%	120	80%	35%	3%
Not Disadvantaged	143	97%	69%	8%	141	96%	70%	18%
Migrant								
Not Migrant	275	98%	56%	5%	261	89%	54%	11%

NOTES

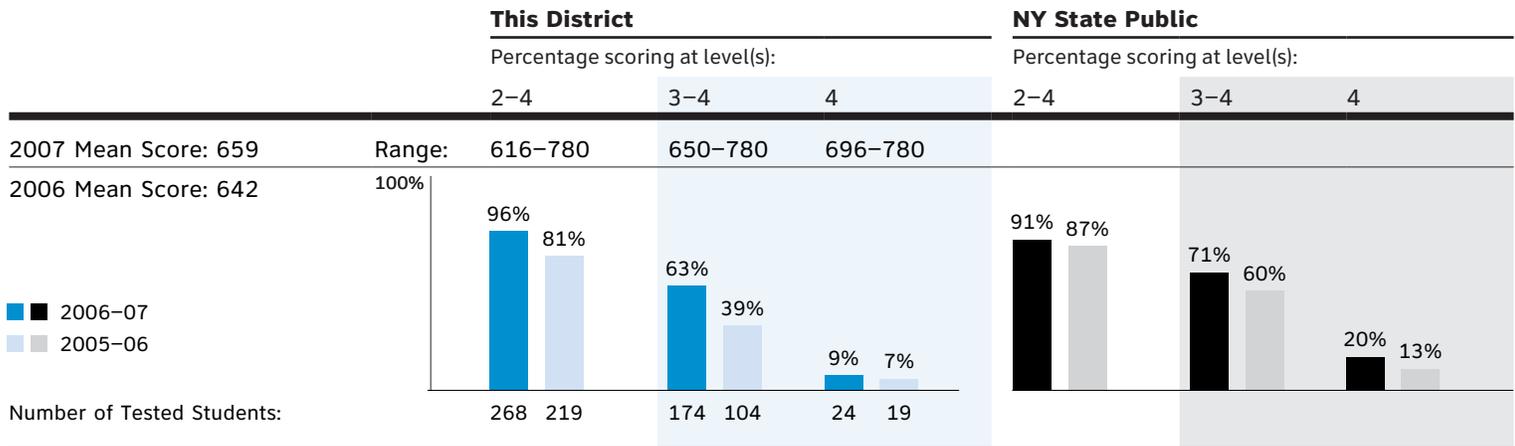
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	3	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 6 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	278	96%	63%	9%	269	81%	39%	7%
Female	125	97%	58%	6%	130	79%	40%	3%
Male	153	96%	67%	10%	139	83%	37%	11%
American Indian or Alaska Native								
Black or African American	9	100%	11%	0%	13	46%	15%	0%
Hispanic or Latino	92	92%	46%	2%	83	75%	25%	6%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	80%	0%				
White	172	98%	74%	13%	173	87%	47%	8%
Multiracial								
Small Group Totals								
General-Education Students	223	98%	72%	11%	216	88%	48%	9%
Students with Disabilities	55	89%	24%	0%	53	53%	2%	0%
English Proficient	263	98%	65%	9%	257	84%	40%	7%
Limited English Proficient	15	73%	13%	0%	12	25%	8%	0%
Economically Disadvantaged	133	96%	50%	2%	126	72%	21%	6%
Not Disadvantaged	145	97%	74%	14%	143	90%	54%	8%
Migrant								
Not Migrant	278	96%	63%	9%	269	81%	39%	7%

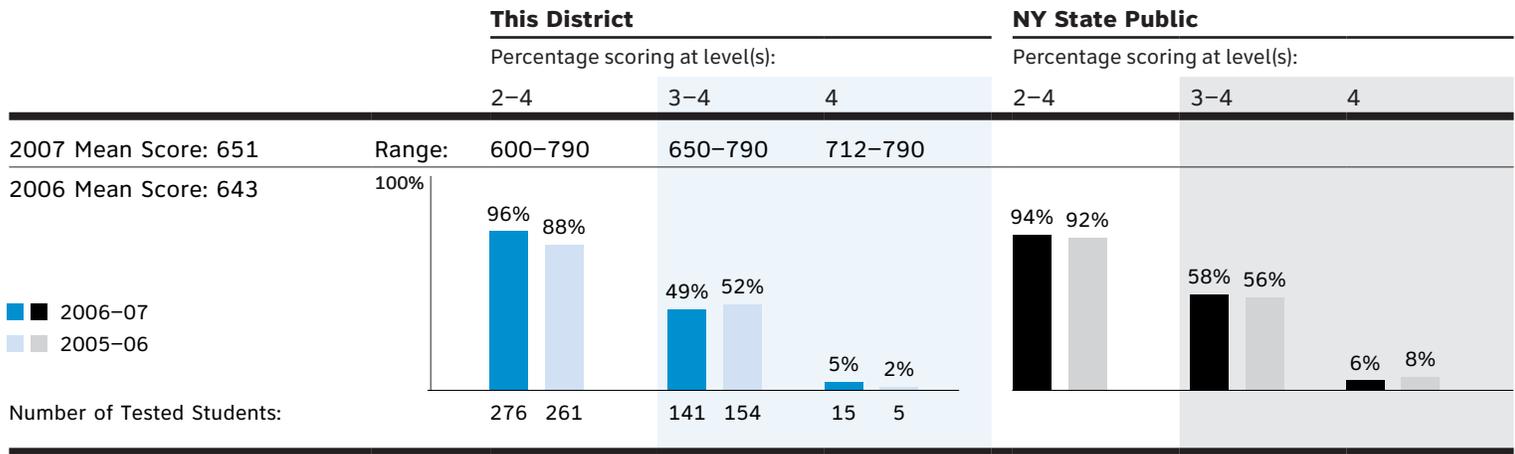
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	3	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	287	96%	49%	5%	297	88%	52%	2%
Female	137	96%	55%	7%	130	91%	52%	1%
Male	150	97%	43%	3%	167	86%	52%	2%
American Indian or Alaska Native								
Black or African American	17	94%	24%	0%	18	-	-	-
Hispanic or Latino	84	94%	31%	2%	81	83%	30%	0%
Asian or Native Hawaiian/Other Pacific Islander					2	-	-	-
White	186	97%	60%	7%	196	91%	62%	3%
Multiracial								
Small Group Totals					20	80%	40%	0%
General-Education Students	231	99%	59%	6%	238	96%	61%	2%
Students with Disabilities	56	86%	7%	0%	59	56%	15%	0%
English Proficient	277	97%	51%	5%	292	89%	53%	2%
Limited English Proficient	10	80%	0%	0%	5	20%	0%	0%
Economically Disadvantaged	130	94%	34%	1%	127	81%	32%	0%
Not Disadvantaged	157	98%	62%	9%	170	93%	66%	3%
Migrant								
Not Migrant	287	96%	49%	5%	297	88%	52%	2%

NOTES

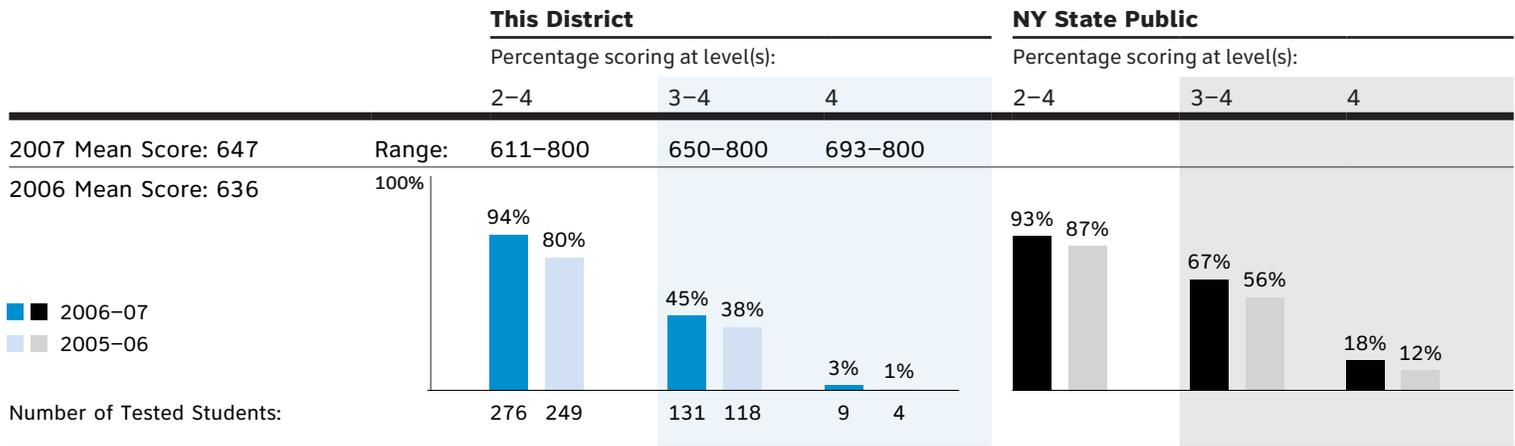
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 7 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	293	94%	45%	3%	310	80%	38%	1%
Female	140	95%	46%	4%	137	83%	34%	1%
Male	153	93%	44%	3%	173	78%	42%	1%
American Indian or Alaska Native								
Black or African American	15	87%	7%	0%	19	-	-	-
Hispanic or Latino	91	93%	32%	2%	87	69%	17%	0%
Asian or Native Hawaiian/Other Pacific Islander					2	-	-	-
White	187	95%	54%	4%	202	86%	48%	2%
Multiracial								
Small Group Totals					21	76%	33%	0%
General-Education Students	237	97%	53%	4%	249	87%	45%	1%
Students with Disabilities	56	80%	9%	0%	61	52%	10%	2%
English Proficient	278	95%	47%	3%	298	82%	40%	1%
Limited English Proficient	15	87%	0%	0%	12	42%	0%	0%
Economically Disadvantaged	135	92%	30%	0%	133	71%	24%	0%
Not Disadvantaged	158	96%	58%	6%	177	87%	49%	2%
Migrant								
Not Migrant	293	94%	45%	3%	310	80%	38%	1%

NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 646	602-790	650-790	715-790			
2006 Mean Score: 636						
Number of Tested Students:	287	247	150	102	6	8

Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	310	93%	48%	2%	300	82%	34%	3%
Female	143	95%	52%	1%	153	84%	42%	3%
Male	167	90%	45%	2%	147	80%	25%	2%
American Indian or Alaska Native								
Black or African American	18	-	-	-	11	-	-	-
Hispanic or Latino	87	85%	31%	1%	82	76%	16%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	4	-	-	-
White	204	95%	58%	2%	203	86%	41%	4%
Multiracial								
Small Group Totals	19	100%	21%	0%	15	67%	40%	0%
General-Education Students	240	98%	60%	3%	242	92%	42%	3%
Students with Disabilities	70	76%	9%	0%	58	41%	0%	0%
English Proficient	301	94%	50%	2%	294	83%	35%	3%
Limited English Proficient	9	56%	0%	0%	6	50%	0%	0%
Economically Disadvantaged	129	88%	31%	2%	107	73%	14%	0%
Not Disadvantaged	181	96%	61%	2%	193	88%	45%	4%
Migrant								
Not Migrant	310	93%	48%	2%	300	82%	34%	3%

NOTES

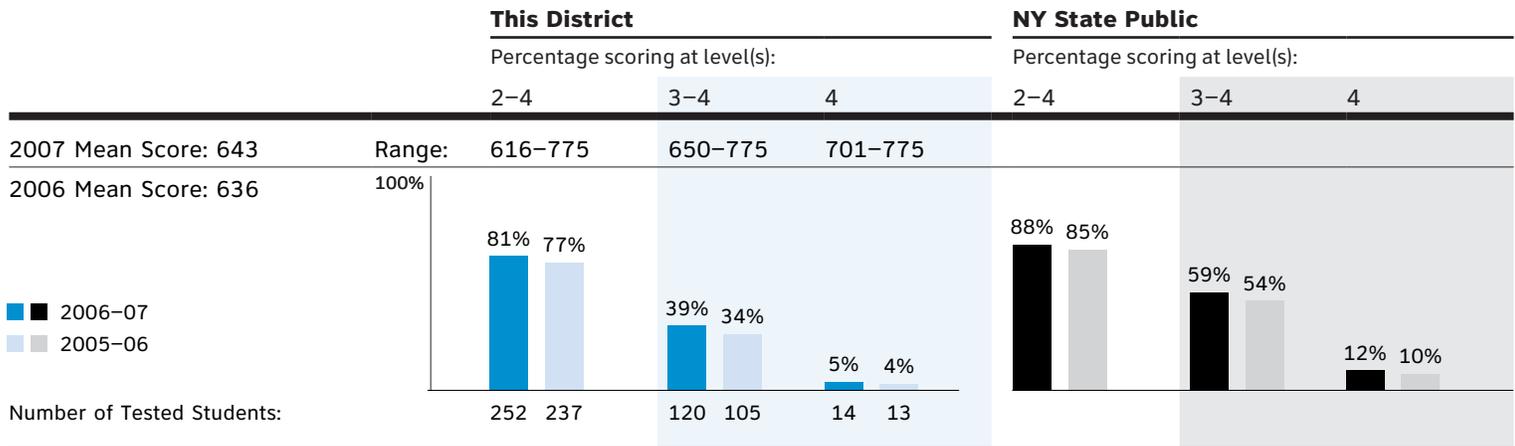
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 8 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	310	81%	39%	5%	308	77%	34%	4%
Female	143	80%	38%	3%	157	81%	38%	4%
Male	167	83%	39%	5%	151	73%	30%	5%
American Indian or Alaska Native								
Black or African American	19	-	-	-	9	-	-	-
Hispanic or Latino	90	71%	13%	1%	92	62%	12%	1%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	4	-	-	-
White	199	86%	52%	7%	203	85%	44%	6%
Multiracial								
Small Group Totals	21	76%	19%	0%	13	54%	31%	0%
General-Education Students	243	91%	47%	6%	251	85%	41%	5%
Students with Disabilities	67	45%	7%	0%	57	40%	2%	0%
English Proficient	297	83%	40%	5%	295	79%	35%	4%
Limited English Proficient	13	38%	15%	0%	13	31%	8%	0%
Economically Disadvantaged	127	76%	24%	2%	115	65%	12%	1%
Not Disadvantaged	183	85%	49%	7%	193	84%	47%	6%
Migrant								
Not Migrant	310	81%	39%	5%	308	77%	34%	4%

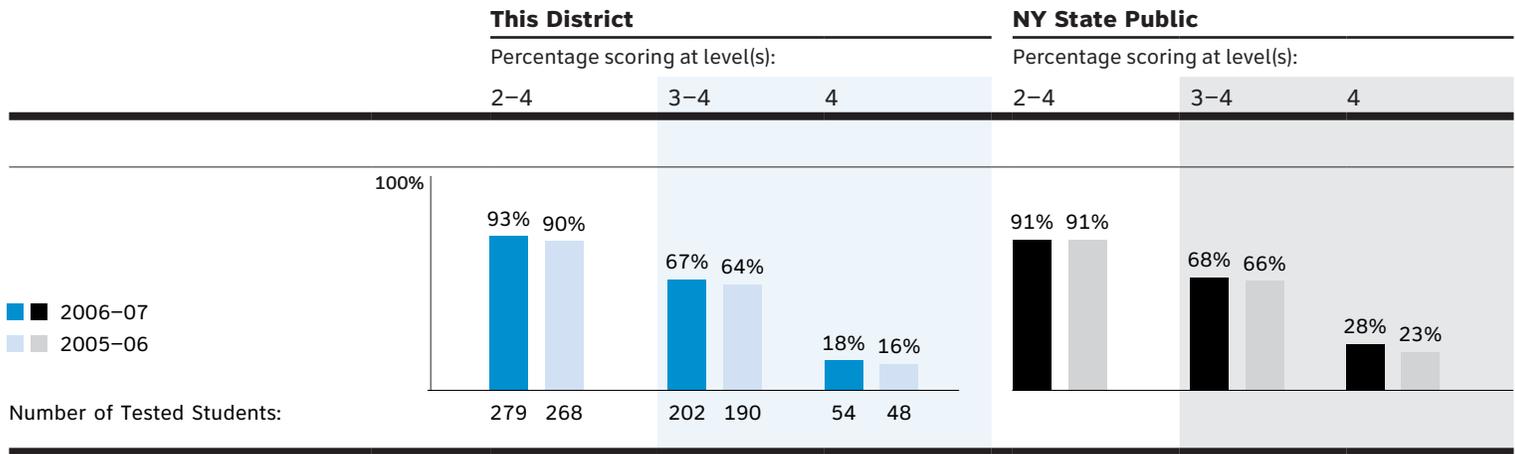
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 Science



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	301	93%	67%	18%	297	90%	64%	16%
Female	139	94%	65%	14%	155	90%	63%	16%
Male	162	92%	69%	21%	142	91%	65%	16%
American Indian or Alaska Native								
Black or African American	18	-	-	-	10	-	-	-
Hispanic or Latino	86	78%	38%	2%	87	80%	37%	1%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	4	-	-	-
White	196	99%	82%	27%	196	96%	77%	23%
Multiracial								
Small Group Totals	19	95%	42%	0%	14	71%	57%	7%
General-Education Students	242	96%	76%	22%	243	96%	75%	20%
Students with Disabilities	59	80%	31%	2%	54	65%	15%	0%
English Proficient	286	95%	70%	19%	284	93%	67%	17%
Limited English Proficient	15	40%	13%	0%	13	38%	0%	0%
Economically Disadvantaged	120	91%	54%	8%	109	82%	42%	3%
Not Disadvantaged	181	94%	76%	25%	188	95%	77%	24%
Migrant								
Not Migrant	301	93%	67%	18%	297	90%	64%	16%

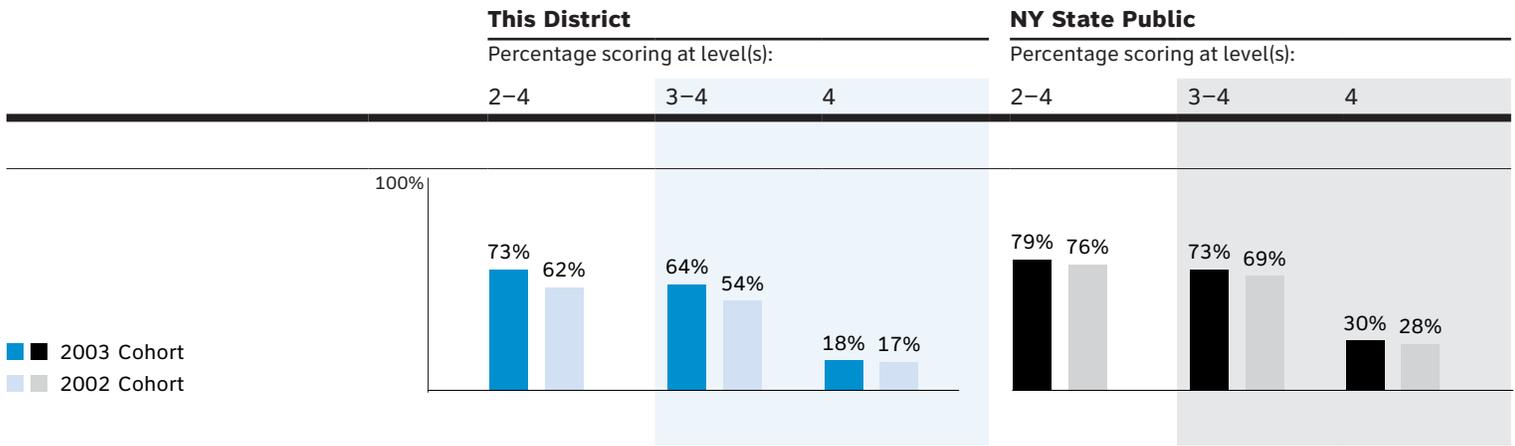
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	0				0			

This District's Total Cohort* Results in Secondary-Level English after Four Years of Instruction



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	308	73%	64%	18%	307	62%	54%	17%
Female	147	73%	66%	22%	157	62%	51%	19%
Male	161	73%	63%	14%	150	63%	57%	15%
American Indian or Alaska Native								
Black or African American	11	-	-	-	5	-	-	-
Hispanic or Latino	59	54%	46%	8%	66	35%	27%	2%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	1	-	-	-
White	235	77%	70%	21%	235	70%	61%	22%
Multiracial								
Small Group Totals	14	79%	50%	14%	6	67%	50%	0%
General-Education Students	264	81%	72%	21%	268	68%	61%	19%
Students with Disabilities	44	23%	16%	0%	39	21%	5%	0%
English Proficient	299	75%	66%	19%	300	64%	55%	17%
Limited English Proficient	9	11%	11%	0%	7	0%	0%	0%
Economically Disadvantaged	65	49%	38%	6%	69	42%	32%	3%
Not Disadvantaged	243	79%	71%	21%	238	68%	60%	21%
Migrant								
Not Migrant					307	62%	54%	17%

NOTES

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Other Assessments

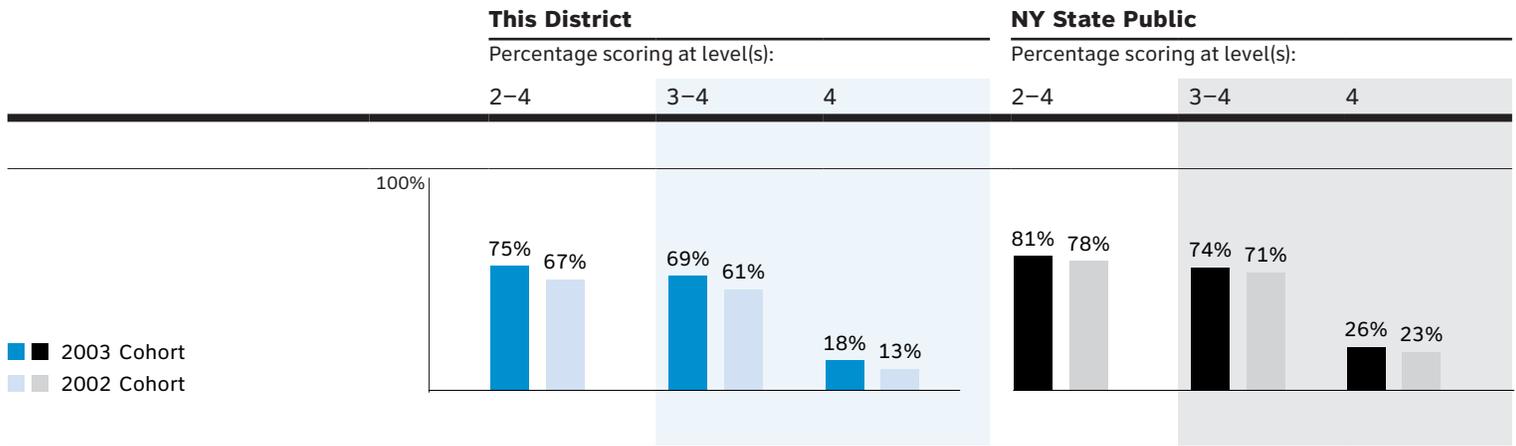
	2003 Cohort			2002 Cohort				
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

This District's Total Cohort* Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	308	75%	69%	18%	307	67%	61%	13%
Female	147	76%	70%	18%	157	69%	61%	11%
Male	161	74%	68%	18%	150	66%	60%	15%
American Indian or Alaska Native								
Black or African American	11	-	-	-	5	-	-	-
Hispanic or Latino	59	54%	49%	8%	66	36%	27%	2%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	1	-	-	-
White	235	79%	75%	21%	235	76%	70%	17%
Multiracial								
Small Group Totals	14	86%	57%	14%	6	67%	50%	0%
General-Education Students	264	84%	78%	21%	268	73%	66%	15%
Students with Disabilities	44	20%	16%	0%	39	28%	21%	0%
English Proficient	299	76%	71%	19%	300	68%	61%	14%
Limited English Proficient	9	22%	11%	0%	7	29%	29%	0%
Economically Disadvantaged	65	54%	45%	6%	69	46%	33%	1%
Not Disadvantaged	243	80%	76%	21%	238	74%	68%	17%
Migrant								
Not Migrant					307	67%	61%	13%

NOTES

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Other Assessments

	2003 Cohort			2002 Cohort				
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				1	-	-	-

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.